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AUTHOR Holland, Richard P.
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ABSTRACT

The guide is designed to help paraprofessionals and support staff understand P.L. 94-142, The Education For All Handicapped Children Act. Information is presented for three major topic areas: (1) purpose and background of the law (including discussion of such major components of the regulations as individualized education programs (IEPs), due process, child find, and evaluation/placement); (2) effects of the law on paraprofessionals, support staff, and volunteers (answers to commonly asked questions about such aspects as staff responsibilities, IEPs, and liability); and (3) activities to aid in the preparation of paraprofessionals, support staff, and volunteers for implementation of P.L. 94-142 (becoming more sensitive to the nature and needs of handicapped students, learning to better manage behavior problems, and becoming more aware of teamwork). Highlights of the regulations are appended. (CL)

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Author and Project Director: Richard P. Holland

Contributors: Kathleen C. Harris
Pamela Clark Rosen
Carol Cohen Schwartz

Editor: Joan D. Wallace

Project Consultant: Joanne B. Stolte

Cover Design and Layout: Judith K. M. Barbour

Review Panel:

Connie I. Allen
Supervisor, Exceptional Children Programs
Delaware Department of Public Instruction

Wanza Y. Davis
President, National Association of
Educational Office Personnel

Dennis E. Haggerty, Esq.
Briscoe and Haggerty, Inc.
Senior Vice President, Pennsylvania
Association for Retarded Citizens

Lorretta Johnson
Vice President, American Federation of Teachers
President, Paraprofessionals of the
Baltimore Teachers' Union

Dorothy Mulligan
Director, Volunteers and Children with
Special Needs Project
National School Volunteer Program, Inc.

Win Tillery
Director, Special Education
School District of Philadelphia

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INTRODUCTION

This guide will help you understand Public Law 94-142. The purposes of this guide are to:

- outline the parts of the Law that are most important to paraprofessionals, support staff, and volunteers who work in the schools;
- answer some of the questions regarding Public Law 94-142 that have been asked by paraprofessionals, support staff, and volunteers;
- increase sensitivity to the needs of handicapped students;
- help paraprofessionals, support staff, and volunteers to see handicapped students as having needs and hopes like those of nonhandicapped persons; and
- give sources of further information on Public Law 94-142.

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Public Law 94-142: Its Background and Goals

Public Law 94-142 is a federal law also known as the Education for All Handicapped Children Act of 1975. Special education is defined in the Law as:

> specifically designed instruction, at no cost to parents, to meet the needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

The key phrase in this definition is "specially designed instruction . . . to meet the unique needs of a handicapped child." Special education, for many children, will not be all of their education. The basic goals and expected outcomes of general education are also the basis for special education. As such, special education is provided to a child not because he/she is, for example, mentally retarded but because that child has an educational need that requires special instruction. In fact, Public Law 94-142 requires that, to the greatest extent appropriate, handicapped children be educated with children who are not handicapped. It also states that special classes, separate schooling, or other removal of handicapped children from the regular classes may occur only when education in regular classes with the use of special aids and services cannot be achieved satisfactorily. Public Law 94-142 was based on a number of government findings or understandings as of 1975:

- There were more than 8 million handicapped children in the U.S.;
- The special educational needs of many of these children were not being fully met;
- More than half of the handicapped children in the U.S. did not get the right educational services;
- One million of the handicapped children in the U.S. were not in the public school system and did not go through school with nonhandicapped classmates;
- There were many handicapped children in regular school programs whose handicaps were not recognized and who were therefore not getting appropriate services;
- Because of the lack of services within the public school system, families were often forced to find services elsewhere, often far from their homes and at their own expense;
- Public schools should provide education for all handicapped children, but there was not enough money to do so; and
- It is in the national interest that the federal government help schools meet the education needs of handicapped children.

Public Law 94-142 defines handicapped children as those who are: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, or multihandicapped; or who have specific learning disabilities. The goals of the Law are:

- to provide a Free Appropriate Public Education to all handicapped children,
- to protect the rights of handicapped children and their parents, and
- to provide financial help to schools for the education of all handicapped children.

Public Law 94-142 works together with Section 504 of the Rehabilitation Act of 1973. Section 504 requires equal accessibility so that handicapped pupils can benefit from the same public programs as can nonhandicapped students; for example, it calls for physical changes in buildings such as modified restrooms, ramps, and widened doors for the physically handicapped. Both Section 504 and Public Law 94-142 work toward bringing handicapped people into the mainstream of American education and life.

Regulations for Implementing Public Law 94-142: Major Provisions

The Regulations lay out the methods that school districts must use if they are to get federal funds under

the Law. The Law requires full service to all handicapped students. There are six topics that are important to the duties of paraprofessionals, support staff, and volunteers:

1. Free Appropriate Public Education
2. Least Restrictive Environment
3. Evaluation/Placement
4. Individualized Education Program (frequently abbreviated as IEP)
5. Due Process
6. Child Find

Each of these areas is summarized below.

Free Appropriate Public Education. Public Law 94-142 calls for a Free Appropriate Public Education at all levels of schooling for all handicapped children needing special education and related services. The Law sets a September 1, 1978, deadline for giving this service to handicapped children 3 through 18 years of age, and a September 1, 1980, deadline for handicapped children 3 through 21. "Free" means at public expense, under public supervision and direction, and without charge to parents. "Appropriate" means that a child gets a program that meets the requirements of his/her Individualized Education Program and that is carried out in the Least Restrictive Environment (see below).

By "related services" the Law means services needed to help a handicapped child benefit from special education. They include: early identification and assessment of disabilities in children, medical services for diagnostic or evaluation purposes, speech pathology and audiology, occupational therapy, psychological services, physical therapy, recreation, counseling, school health services, social work services in schools, parent counseling and training, and transportation. (There is still some confusion as to a more exact definition of these services.)

Least Restrictive Environment. The Law states that each handicapped child must be educated with nonhandicapped children as much as possible.

The most appropriate educational environment for a handicapped child depends on the nature of the handicap as well as on the quality of the setting. Two examples of Least Restrictive Environment placements follow:

Joanne is an 8-year-old of average ability who has just been moved from a self-contained learning-disabilities class of 8 students to a regular third-grade classroom containing 24 students. However, she seems at first overwhelmed by the larger class size and the greater casualness. As a result, Joanne is constantly out of her seat, walking around the room and talking to her classmates.

Although Joanne must now learn to stay in her seat and complete a task, the regular third-grade classroom is the most appropriate placement for her socially and academically for several reasons. She will benefit from the friendships she can make with her regular third-grade classmates; and her abilities are more closely matched than in the former self-contained learning-disabilities class. In addition, her new classmates will gain an understanding and appreciation of handicapped students.

John is a high school sophomore of above-average ability. Since he must use a wheelchair, John was not allowed to attend his neighborhood high school. Therefore, until this year, he has been forced to attend school in a county educational center in a class for physically handicapped students.

The recent installation of ramps and bathrooms modified for the handicapped in his neighborhood high school has removed barriers to John's getting to classes, lunch, and the bathroom. John will now attend high school classes with regular students. His neighborhood high school is most appropriate for John because he has the academic ability to succeed there. In addition, he can benefit socially and emotionally from friendships made in the neighborhood school.

These examples show why it is desirable for handicapped students to be educated with nonhandicapped students. For some more severely handicapped pupils, however, the Least Restrictive Environment remains a separate school or center or a self-contained classroom in a public school. An example follows:

Michael is a 14-year-old severely retarded youngster who has just been moved from a state institution for retarded persons to a self-contained classroom in a public school. He has limited speech, poor motor coordination, and displays some difficulty in feeding and dressing himself. Michael's social development is similar to that of a primary school student. He knows some of

his basic colors, can count to 10, and is able to print his first name.

For Michael, the Least Restrictive Environment in his new public school is a self-contained special education classroom. He does not have the academic or social skills to benefit from instruction in a regular classroom. Michael requires intensive one-to-one and small-group instruction to learn new concepts or skills. Thus his instructional needs can best be met in a self-contained classroom.

The Law requires that the school district make sure that a variety of other placements are also available: instruction in regular classes, special classes, special schools, homes, and hospitals and institutions.

Evaluation/Placement. Before any student's evaluation is begun, the parents must be fully informed about it and written parental permission obtained.

A full evaluation of the handicapped child's educational needs must be made before the child is placed in a special education program. The evaluation must deal with all areas related to the child, including health, ability, and performance. The evaluation, which must not be influenced by racial or cultural factors, is the basis for developing an educational program.

Individualized Education Program (IEP). Every handicapped child receiving special education must have a written IEP. The IEP directly affects the paraprofessionals, support staff, and volunteers.

The Law requires that the following items must be included in all IEPs:

- the present educational level of the child;
- the annual goals set for the child, including a statement on short-term instructional objectives;
- a statement of the specific special educational and related services to be given to the child as well as to what extent the child will be in a regular program;
- the beginning date as well as the expected length of the special services; and
- a plan and a schedule for measuring, at least once a year, the achievement of short-term objectives.

The IEP, based on the child's testing and evaluation, must be written, reviewed, and revised by an IEP team. Members of the team include: a representative of the school district, such as the school principal; the child's teacher; one or both of the child's parents; and the child, where appropriate. If the child has been tested for the first time, the team must also include a member of the testing team or some other person familiar with the testing and the results–possibly the child's teacher or the principal.

School districts are required to set up IEP planning meetings at times and places agreeable to both parent(s) and teacher. The district must make sure that parents understand what the meeting is about. (Such arrangements might include the use of an interpreter for the deaf or non-English-speaking parents.) These meetings may be set at any time before the beginning of the school year (in most cases, in the spring) for children continuing a special education program.

A written notice of the meeting telling the purpose, time, location and participants must be sent to the parents early enough to allow them to attend. The development of IEPs for students first starting in the special education programs must be completed within 30 days of their enrollment. IEPs must be in effect before special education and related services are provided.

Due Process. Due Process outlines the procedure to be followed when a parent or the school has a grievance or question regarding the child's education. A fair Due Process hearing involving the parent and the district must be called and must be run by someone not hired by or connected with the district.

Child Find. To qualify for funds in any fiscal year the school district must conduct a Child Find program to find handicapped children and young adults. Such a program must involve: the identification, location, and testing of all handicapped children, regardless of the severity of handicap; and the determination of which children are or are not currently receiving special education and related services. It should be noted that this program is not limited to young children, but seeks all handicapped persons ages birth through 21 years eligible under the Law.

Other Topics Covered by the Regulations

In addition to the six topics discussed, the Regulations also address the following:

- a Full Educational Opportunity goal for all handicapped children ages birth through 21;
- the annual count of handicapped children ages 3 through 21 who are getting special education and related services for funding purposes (due by April 1 of each year);
- priorities in the use of funds under the Law;
- the proper use of funds under the Law;
- methods to guarantee public participation in the review of the state annual program plans and on the state advisory panel;
- children placed in or referred to private schools; and
- policies and procedures to protect the confidentiality of personal information and data about a child.

Sources for Obtaining a Copy of Public Law 94-142 and the Regulations

Public Law 94-142 is having an impact on American education. It is important that paraprofessionals, support staff, and volunteers understand the Law. Appendix A of this guide contains highlights of the Regulations for the Law. If you need more information, contact your administrator.

SECTION TWO:

HOW DOES PUBLIC LAW 94-142 AFFECT PARAPROFESSIONALS, SUPPORT STAFF, AND VOLUNTEERS?

The following discussion is based on the questions paraprofessionals, support staff, and volunteers most frequently ask regarding Public Law 94-142.

1. Q. How can I become more sensitive to the nature and needs of handicapped students?

A. There are many ways. Listed below are some suggestions:

- Ask teachers of handicapped students about their charges.
- Take time to get to know the student behind the handicap. Once you get to know a handicapped student, you realize that he/she is like any other student, although with somewhat different problems. By getting to know a handicapped person, you can understand how the handicap affects his/her life.
- Ask the school librarian for materials about handicapped students.
- Speak to your administrator about the possibility of attending a workshop on the nature and needs of handicapped students.

2. Q. How can I learn to feel more comfortable about various handicapping conditions?

A. Perhaps the best way is to work with students with such handicaps. A number of excellent films are also available which your administrator or school librarian can help you obtain. Most people are uncomfortable only through unfamiliarity.

3. Q. What is meant by the term "mainstreaming"?

A. "Mainstreaming" requires that handicapped students be educated whenever possible with nonhandicapped children. Removal of handicapped students from the regular class occurs only when education in a regular class with the use of aids and extra services cannot be achieved satisfactorily. Mainstream On-Call is a service that offers free information on federal laws and the handicapped. It serves disabled persons by answering questions about their rights and by giving information to anyone who wants to learn about "mainstreaming." Contact:

Mainstream, Inc.
1200 15th Street, N.W.
Washington, D. C. 20005
(800) 424-8089

4. Q. Will handicapped students be allowed to join in general (extracurricular) school activities?

A. Yes. The Law calls for schools to provide such activities "in as integrated a setting as possible." Included in the activities are: athletics, recreational activities, special-interest groups, clubs, and student employment. These are to be a part of a handicapped youth's education. Handicapped students should be helped to join in such activities.

5. Q. How will Public Law 94-142 affect the way I do my job?

A. There are several ways that the Law may affect the duties of paraprofessionals, support staff, and volunteers:

- Because many handicapped students are being placed with nonhandicapped students in regular classrooms, you may deal with handicapped students and their parents more often.

- Bus drivers and bus aides will need to become familiar with the methods and special needs of transporting handicapped students.
- You may become involved in more training activities. Training or in-service activities must be given by the school to help you deal with the special needs of handicapped students.
- Paraprofessionals who work directly with handicapped students may have to keep more written records. This helps you to record what you have done and whether it worked.
- You may be working with handicapped students to help them develop such self-help skills as walking, eating, and dressing.

6. Q. Will the school need to be remodeled for handicapped pupils?

A. Under Section 504 of the Rehabilitation Act, schools are required to make the necessary physical changes to allow handicapped individuals access to programs. For example, you might be moved to the first floor in a school without ramps if you work with a child who uses a wheelchair. In the future the school district is to make permanent physical changes for all handicapped students.

7. Q. What can I do to help nonhandicapped children understand the needs of handicapped students?

A. There are many things you can do. Listed here are a few suggestions:

- You may want to point out to nonhandicapped students how they might learn from the handicapped student.
- You can be a model for nonhandicapped students by accepting handicapped students. Show your enjoyment in working with them.
- When handicapped and nonhandicapped students are working together, you can supervise so that the handicapped students are actively engaged and all students are having a good time.
- If a nonhandicapped student asks questions about a handicapped student, answer the questions honestly. Try to let the questioner know that the handicapped student is a person with feelings just like everyone else.

8. Q. Why should handicapped students get an Individualized Education Program (IEP) when regular classroom pupils do not?

A. Because of their learning problems, handicapped students need special instruction. That's what the IEP tries to do: List the type and amount of special instruction each handicapped child needs. Nonhandicapped children can learn without special instruction in a regular classroom. The IEP does not deal with general instruction in a regular classroom.

9. Q. Do I have a role in drawing up a student's IEP?

A. The IEP must be developed by a team. The team includes the handicapped child's teacher, parent(s), someone who represents the school administration, and the child if his/her participation is considered fitting. If any team members feel that your participation would be of value, you may be asked to help them draw up an IEP. For example, if you are working as a teacher's aide, you may be asked to work with a child to develop a particular skill. Or, as a secretary, you may be asked to help a child in a work/study office program and to suggest how the program could best be handled.

10. Q. Will I have more classroom duties because of the IEP?

A. Perhaps. Paraprofessionals working with handicapped students in the classroom may find the nature of their duties changed. For example, you may be required to be familiar with the IEP and to keep records of student progress.

Complete and correct records of a student's performance on given tasks allow parents and school personnel to see which materials and methods were successful. Records also tell future teachers what kinds of previously unsuccessful activities are to be avoided.

11. Q. Will I be held accountable for the student's achievement of IEP objectives?

A. No. Neither you nor the school district is to be held accountable if a student does not reach the IEP objectives. The IEP annual goals and objectives are not legally binding. However, all school personnel must make "good faith efforts" to help the child to reach the goals.

12. Q. What kind of information regarding handicapped students is confidential, not available for general knowledge?

A. It is important that all who work with handicapped students respect the students' privacy and not talk casually about them. Information that is to be held strictly confidential includes: specialists' reports, such as medical records, IQ scores, achievement scores, family-background data, social or developmental histories, and any personal letters/notes between parents and school personnel.

13. Q. Who is responsible for training me to carry out my duties with handicapped students in the classroom? in the lunchroom? in busing?

A. The state must assure that ongoing in-service training programs are open to all personnel who work with handicapped children. These programs should:

- provide the paraprofessionals, support staff, and volunteers with some sort of reward for participation (for example, release time, money, academic credit, salary step credit, certification renewal, or updating skills);
- involve the local staff; and
- use new practices that have been found to help others with your responsibilities.

14. Q. How do I understand and handle a handicapped student with a behavior problem?

A. There are many ways to handle a student with a behavior problem. Some are better to use at certain times and some with certain students. You may request your district to provide some training in behavior management. Every school district has a policy regarding the management of student behavior. In addition, it may help to spend time observing a special educator working with a handicapped child with similar behavior problems. Your cooperating teacher or building administrator may be able to arrange for you to see a film or read some materials on behavior management.

15. Q. Since Public Law 94-142 makes the relationship between educational personnel and parents of handicapped students much closer, does my role with parents change?

A. You may be in contact with parents more frequently than in the past. However, you will be doing the same job. There may be the added duties of keeping written records and sitting in on meetings of school personnel and parents.

16. Q. How can I learn to deal better with the parents of handicapped students?

A. You can do this by listening carefully to what the parents of handicapped students say and answering their questions if you are able. If the parent(s) is difficult to deal with, it is best to go to the child's teacher or to the school administrator and ask that person to talk with the parent(s). Remember that parents of handicapped children have many more problems than do other parents. Usually, it is best to hear out the

problems and get the right person to respond. Remember that the classroom teacher is responsible for all instruction, and the director of transportation responsible for all transportation aspects.

17. Q. Will I have to learn additional special skills, like braille or sign language?

A. Perhaps. To carry out an Individualized Education Program, the school district may provide a teacher or tutor with special skills. These special skills will be provided by those already trained in those areas. There is the possibility that some paraprofessionals will need to learn special skills like braille and to become familiar with some mechanical devices. For example, teacher aides may have to know how to handle a wheelchair, or bus drivers may have to know how to handle lifts for transporting wheelchairs.

18. Q. Do I run a greater risk of being sued as a result of working with a handicapped student?

A. No. School personnel have always been at a possible risk of being sued for one thing or another. Teaching a handicapped student will not increase that risk. Keep in mind that handicapped students are not helpless. They simply need different types of support. Use the same judgment in dealing with them that you use in handling nonhandicapped students. If, however, you know you will be dealing with a child who has a specific problem, such as a child who sometimes has seizures, find out how to cope with the situation. If you are unable to help in some emergency, get someone, such as a school nurse, who can help.

19. Q. Do I have the right to not work with handicapped students without losing my job?

A. This circumstance is probably covered by your union contract. See your union representative for information about your rights.

20. Q. Since we who work with severely/profoundly handicapped children must perform more custodial tasks than do other paraprofessionals, will we receive higher salaries?

A. It is not likely. Higher salaries would probably be blocked by tax payers' resistance to increased school spending. There is also a large market of unemployed teachers who are willing to take paraprofessional positions in schools. However, some school districts have given higher salaries to the paraprofessionals who work daily with severely/profoundly handicapped students.

Q. How can I become more sensitive to the nature and needs of handicapped students?

A. You can do this by simulating a handicap, by viewing films that describe handicapping conditions, by observing a special education classroom, by reading about the lives and accomplishments of handicapped individuals, and by discussing with coworkers your reactions to various handicapping conditions.

ACTIVITY A-1

Simulation: A Handicap

Objective: To experience a physical handicap

Materials: Equipment needed to produce a temporary physical handicap as suggested below

Procedure: Create a temporary physical handicap in yourself by:

- covering your eyes with a blindfold or covering the lenses of a pair of glasses;
- using earplugs that block hearing;
- trying to write with your arm in a sling;
- borrowing a wheelchair from the special education department and using it in your daily activities;
- communicating to friends for a day without speaking; and
- combining any two of the above conditions.

Spend a full day experiencing one of the suggested handicaps. Try not to limit your normal activities, but note those that you had to change or eliminate. Keep a journal of these experiences.

ACTIVITY A-2

Media: Viewing Presentations which Describe Handicapping Conditions and Their Impact on the Handicapped Person

Objective: To become more familiar with experiences common to handicapped persons

Materials: One or more media packages from the following list; film projector and screen; or slide projector, cassette player, screen

Procedure: Listed below are informative films/slide shows describing various handicapped individuals and the problems they face in attending schools, getting jobs, using transportation, and getting along with nonhandicapped individuals. Most of the films/slide shows are available at no charge or for a minimal rental fee. Information on how to obtain these media packages is supplied.

Read the descriptions of each media package and decide which interest you. Speak to your librarian, media specialist and/or resource center staff about how you can obtain

SECTION THREE:

WHAT ACTIVITIES WOULD HELP PARAPROFESSIONALS, SUPPORT STAFF, AND VOLUNTEERS PREPARE TO IMPLEMENT PUBLIC LAW 94-142?

the media you want. Make arrangements to view them with a group at your school if possible. After viewing, a discussion could provide useful insights.

Barnes, E. Children learn together–the integration of handicapped children into schools. Syracuse, N.Y.: Human Policy Press, 132 slides, 1978.

This slide show, with accompanying script, presents the history of exclusion and segregation faced by handicapped children and the recent efforts to combat such injustices.

Biklen, D., & Bagdan, R. Handicapism. Syracuse, N.Y.: Human Policy Press, 139 slides and cassette tape, 1978.

This color slide show explains how prejudices and discrimination are used against people with handicaps.

The curb between us. Pasadena, Calif.: Barr Films, 16 mm., 15-1/2 min., 1975.

Following an automobile accident, a young man must begin to adjust to life in a wheelchair.

David. Wilmette, Ill.: Films, Inc., 16 mm., 19 min., 1974.

David, a teenager with a hearing loss, learns communication skills that enable him to enjoy an active school and community life.

A day in the life of Bonnie Consolo. Pasadena, Calif.: Barr Productions, 16 mm., 16-1/2 min., 1975.

Bonnie, a woman born without arms, appears as a well adjusted adult who capably manages her life within her family.

A different approach. Manhattan Beach, Calif.: South Bay Mayor's Committee for Employment of the Handicapped, 16 mm., 21 min., 1978.

Comedy and familiar Hollywood faces set the stage for a refreshing look at the "plight" of handicapped people trying to work in our society. Topics such as equal employment opportunity, working relationships, feelings, and misconceptions regarding the handicapped are presented.

Feeling good comes first: Integrating handicapped and nonhandicapped children. Los Angeles: Salvin School Parent Group, 16 mm., 10 min. 1975.

In a unique program described during this film, handicapped and nonhandicapped students learn to live together.

Hubbard, R. Special delivery. Mendocino, Calif.: Lawren Productions, 16 mm. or video cassettes, 2-1/2 hr., 1979.

This delightful five-part film series, designed for the young, is well worth attention by adults. The films/cassettes which are each about 30 minutes long, use Muppet-type puppets to introduce mainstreaming issues. Each addresses a different aspect of integrating handicapped children into the school environment.

Mother tiger, mother tiger. Los Angeles: Franciscan Communications Center, 16 mm., 11 min., 1974.

The film portrays how an angry mother struggles to accept the fact that her child is severely handicapped.

Now it's my turn. Austin, Texas: Miller Productions, 16 mm., 12 min., 1977.

Handicapped children are taught in regular school programs with modifications and support as needed.

They call me names. Santa Monica, Calif.: BFA Educational Media, 22 min., 1972.

This film shows how mentally handicapped young people see the world in which they are viewed as "different."

Who are the DeBolts and where did they get 19 kids? Santa Monica, Calif.: Pyramid Films, 72 min., 1978.

This much praised film sensitively depicts the daily lives of the DeBolt family, whose many adopted children are of various races and cultures. Coping with different physical and social/emotional handicaps, this unique family displays great courage and love for one another.

ACTIVITY A-3 **Personal Experience: Working with Handicapped Students**

Objective: To gain more familiarity with handicapped students and their special instructional needs

Materials: None

Procedure: Request a professional visiting day to work or observe as a paraprofessional in a special education class. If you do not know a special education teacher, ask the special education supervisor/administrator to help you make the contacts and get background information for your visit. You may want to discuss the experience with the teacher you visited.

ACTIVITY A-4 | **Reading: Lives and Accomplishments of Handicapped Persons**

Objective: To become more familiar with experiences common to handicapped persons and to learn about their accomplishments

Materials: One or more books from the list below

Procedure: Listed below are books describing handicapped individuals and those who have worked with them. Various accomplishments of handicapped individuals in different careers are also portrayed. Many of these books are in local bookstores and available in paperback. Others can be borrowed from a public or school library.

Read the descriptions and choose a book that interests you. For a broader understanding, choose books describing different handicapping conditions.

Barnes, E. What's the difference? Teaching positive attitudes toward people with disabilities. Syracuse, N.Y.: Human Policy Press, 1977.

This book of classroom activities suggests almost 100 ways for school staff to help students develop greater familiarity with, and understanding of, their handicapped peers.

Bowe, F., & Sternberg, M. I'm deaf too: Twelve deaf Americans. Silver Spring, Md.: National Association for the Deaf, 1973.

Twelve short biographies of accomplished deaf persons in America.

Braddock, G. C. Notable deaf persons. Chicago: National Fraternal Society of the Deaf, 1975.

This book describes nearly 100 deaf persons, from Biblical times to the early 20th century, who became outstanding artists, scientists, writers, educators, and religious leaders.

Butler, B. Gift of gold. New York: Dodd, 1973.

This is the story of a young woman who is blind, yet determined to become a speech therapist. The opposition that she meets while trying to achieve her goal in college is presented.

Jacobs, L. The deaf adult speaks out. Washington, D.C.: Gallaudet College Press, 1974.

Through personal experiences and extensive knowledge of the deaf community, the deaf author describes educational, economic, and public-policy issues regarding deaf people.

Lawrence, M. The touchmark. New York: Harcourt, Brace, Jovanovich, 1975.

This is a historical novel about a disabled girl who learns to overcome over-protection and self-pity.

Melton, D. When children need help. New York: Crowell, 1972.

The father of a brain-injured child recounts situations encountered in raising and seeking medical help for his child. Attitudes and prejudices are fully explored

Ominsky, E. Jon O., a special boy. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

This book illustrated with photographs discusses the early development of a mentally retarded boy who has Down's syndrome. The family's reaction to his handicap is examined.

Splaver, S. Your handicap—don't let it handicap you. New York: Messner, 1974.

This book, addressed to young people with physical handicaps, presents a positive outlook for their future life.

Wolf, B. Don't feel sorry for Paul. New York: Lippincott, 1974.

A 7-year-old boy has physical handicaps (absence of fingers and toes) requiring the use of three different types of artificial devices. A realistic view of his handicaps is presented along with follow-up activities for readers.

ACTIVITY A-5 **Discussion: Reactions to Handicaps**

Objective: To increase sensitivity to the feelings of handicapped individuals and to examine your own feelings regarding these handicaps

Materials: Chalkboard and chalk, or large pad and felt markers

Participants: At least two other coworkers

Procedure: Write the word "handicapped" where all can see. Ask coworkers to define "handicapped." List in clear view the definitions that are suggested. Ask what the association is between each definition offered and the term "handicapped." List the association beside each definition. From this list, discuss when each condition defined would and would not be a handicap.

Q. How can I learn to better manage behavior problems of handicapped students?

A. Several ways to do this are role-playing problem situations regarding handicapped students, simulating a situation in which a handicapped student needs help, and working with handicapped students in a classroom.

ACTIVITY B-1

Role Play: Management Strategies for Use with Handicapped Students

Objective: To become more aware of methods for managing the behavior of handicapped school students

Materials: None

Participants: At least one other person

Procedure: Role play is a method used to act out situations. Participants play the parts of the different people described in a particular situation. For example, one person could play the part of a child showing an undesirable behavior; a second person could act out the part that a paraprofessional, support person, or volunteer would take; additional role players could take on parts of other students in the setting who are affected by what is happening (for example, they may mimic the disruptive student). The players could then exchange roles so that each experiences the different feelings and viewpoints of each character.

Role play some of the situations described below. Following the role play, discuss different ways of dealing with problem behavior. Describe what it feels like to misbehave, what kinds of frustration are felt in trying to resolve the problem, and what it feels like to be affected by disruptive behavior. This activity may help you to modify your own reactions to behavior problems. Remember to refer to your own school district policy regarding the management of student behavior.

Situations:

- Paul is 7 years old. He swears excessively. "Who the hell cares?" "Screw learning to read." Not only are these comments disruptive, but they are "catching." A few of the other pupils are beginning to see if they can get away with swearing. What would an instructional aide do about Paul's swearing?
- James is 9 years old. He is a bully and frightens the other children. Several of his classmates are afraid to go to recess because he picks on them. How would a playground aide go about reducing James's aggressive behavior at recess? How would a classroom aide get him to be more cooperative and friendly with his classmates?
- Michael and Judy are two 8-year-olds who have become friends. Though

separated by several seats, they frequently talk to each other and giggle during work periods. This disturbs nearby students. What would a classroom aide do to reduce the number of times that Michael and Judy disrupt the class?

ACTIVITY B-2 **Role Play: Transportation of Handicapped Students**

Objective: To become more familiar with methods for giving help to handicapped students on a bus

Materials: Two other persons, blindfold, earplugs

Procedure: Assign one person to the role of a handicapped student (for example, hyperactive, deaf, blind, cerebral palsied). Have the other persons be the bus driver and the bus aide. Show how to stop and deboard a particular handicapped student from the bus. Show how to manage a disruptive student on the bus. Pay attention to giving appropriate assistance for each type of handicapped student. The role players can switch parts to experience the feelings of all three.

ACTIVITY B-3 **Simulation: Assisting a Handicapped Student in the School Cafeteria**

Objective: To become more aware of the kinds of help that can be given to a handicapped student who has difficulties buying lunch in the school cafeteria

Materials: Several paraprofessionals, volunteers, or members of the support staff; paper; pencil

Procedure: Situation: Pretend that a handicapped student has trouble every day choosing what to eat for lunch. After deciding what to eat, he/she has a problem placing the food on the tray. The student consequently becomes frustrated and frequently throws the lunch on the floor, creating a disturbance.

Think about the following questions and discuss your solutions with your coworkers. Try to develop a list of possible methods for managing the problem behavior.

- What can the cafeteria staff do to help the student through the lunch line without a problem? Some possible solutions follow:
  - verbally organizing the food choices for the child;
  - praising the student when he/she is able to make a luncheon choice;
  - helping the student in placing food on the tray; and
  - asking a classmate to help the student buy lunch.
- Which school personnel should you contact for help in solving this problem?
- What procedures should you follow to obtain help for this student at lunch?

Q. How can I become more aware of how my role relates to that of others in the school in providing services to handicapped students?

A. You can accomplish this by becoming more familiar with the services that other school personnel offer and by finding ways to back them up.

ACTIVITY C-1

Observation: Support Services for Handicapped Students

Objective: To learn more about support services provided to handicapped students

Materials: Paper and pencil, outline (below)

Procedure: Arrange with your supervisor to observe in one or more special education programs (speech therapy, resource room, special education self-contained classroom) or to observe one or more specialists working with handicapped students. Note the kinds of support that special education personnel and/or specialists give to the different kinds of handicapped students. You may want to ask the staff member you observed about the visit.

Following your observation, either alone or with several coworkers, try to think of the kinds of support needed by each student you observed. Then, note the kinds of support you would have to give the student if you were dealing with him/her daily (for example, on the bus, in the cafeteria, in the school halls, on the playground). Keeping this information in mind, outline ways in which you in your role might support the students described below:

A Student with:	Kinds of Support Needed by the Handicapped Student	Changes Required in Your Role/Services
complete loss of hearing in one ear	hint: support needed to follow directions	
partial sight who cannot read normal print	hint: support needed to get off school bus	
severe speech problem	hint: support needed to order lunch	
braces on both legs	hint: support needed to use bathroom	
a very low reading level	hint: support needed to read cafeteria menu	

ACTIVITY C-2

Case Study: Improving Support Services for Handicapped Students through Cooperative Efforts of All School Staff

Objective: To learn how to cooperate with other key school personnel in working with handicapped students

Materials: Paper, pencil or pen

Procedure: Situation. John is a moderately retarded 11-year-old boy who has recently been partially mainstreamed in a regular fifth-grade classroom. Previously, John had attended a special school for the educable mentally retarded. On most independent academic tasks he works inconsistently at best, displaying a second-grade performance level overall. John is cooperative with the teacher, always trying to please. When the teacher is present and has time to individually attend to him, John is able to stay on task. Without this help, John fails to complete most work assignments. Behavior problems arise when he doesn't get extensive personal attention from school staff. During his bus ride to and from school John has been involved in difficulties with other children. He bumps other children or wanders on the bus. When changing classes, John runs into other children and begins arguments. During recess on the playground, John is frequently teased, and he responds with fighting. At lunch he refuses to take food unless a cafeteria worker personally serves it on his tray. This problem behavior spills over into the classroom, with frequent tantrums causing the teacher to take time to quiet John. With John's academic skills far below those of his classmates, the teacher feels (s)he must give him much individualized instruction–which makes his schoolmates jealous.

Discuss this case study with your coworkers. Try to develop answers to the following questions:

- How can the bus driver help John obey the bus safety rules?
- How can the cafeteria staff help John learn to buy lunch?
- How can the playground attendants help John get along with his classmates at recess?
- How can the school staff in general help John get from one class to the next without causing a disturbance in the halls?
- How can all school personnel cooperate to improve John's school life? Why must all staff cooperate in helping John succeed in his educational program?

APPENDIX A*

HIGHLIGHTS OF REGULATIONS IMPLEMENTING PUBLIC LAW 94-142

THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975

A. General Provisions

*Purpose of Regulations (§ 121a.1)***

The purpose of these Regulations is:

- to ensure that all handicapped children have available a Free Appropriate Public Education, including special education and services to meet their particular needs;
- to ensure that the rights of handicapped children and their parents are protected;
- to help states and localities provide education for all handicapped children; and
- to assess and ensure the effectiveness of efforts to educate handicapped children.

Applicability to State, Local, and Private Agencies (§ 121a.2)

These Regulations apply to:

- each state that receives federal funds under Public Law 94-142;
- each public agency within the state that is involved in the education of handicapped children (for example, state educational agency, school district, departments of mental health and welfare, state school for the deaf, state prisons; and
- each handicapped child who has been referred to or placed in a private school by a public agency.

A. Definition of Legal Terms

Free Appropriate Public Education (§ 121a.4)

A Free Appropriate Public Education means special education and services that:

- are provided at no cost to parents;
- meet standards set by the state;
- relate to preschool, elementary, and secondary school education in the state; and
- are provided as part of an Individualized Education Program. (See § 121a.34b for a description.)

Handicapped Children (§121a.5)

The term "handicapped children" means children who need special education and services because they have been evaluated as:

- mentally retarded
- hard of hearing
- deaf
- speech impaired
- visually handicapped
- seriously emotionally disturbed
- orthopedically impaired
- other health impaired
- deaf-blind
- multiply handicapped
- having specific learning disabilities

NOTE: See § 121a.5(b) for definitions of each handicap.

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* This appendix summarizes the Regulations of Public Law 94-142. The left-hand column contains section titles and numbers as written in the Regulations. In the explanatory right-hand column, much of the "legalistic" language has been translated into everyday English, and some minor points have been dropped. The reader should realize that the aim here is to accurately present the sense and intent of the Law, without getting lost in technical terms.

** The numbers in parentheses are the legal Section citations. They allow the reader to locate in the Regulations of Public Law 94-142 the exact wording of the Law regarding a specific term.

B. State Annual Program Plans and Local Applications

This section includes requirements relating to:

- the contents of the state annual program plan, which the state must submit annually and follow in order to receive funds under the Law;
- the contents of school district applications for use of funds under the Law;
- participation by the Bureau of Indian Affairs, Department of Interior; and
- public input to the annual program plan before the state approves it.

C. Services

This section includes regulations governing the required major aspects of services. These include:

- Free Appropriate Public Education
- the goal of Full Educational Opportunity
- priorities in the use of funds
- Individualized Education Program (IEP)
- direct services by the state
- comprehensive system of personnel development

Free Appropriate Public Education

Timelines for Providing Free Appropriate Public Education (§121a.300)

The regulations require that:

- by September 1, 1978, each state must ensure that Free Appropriate Public Education is available to all handicapped children ages 3 through 18; and
- by September 1, 1980, each state must ensure that Free Appropriate Public Education is available to all handicapped children ages 3 through 21.

If this requirement is not in agreement with state laws and court orders that govern the provision of free public education to handicapped children in that state, it does not apply to ages 3 through 5 and 18 through 21.

Public and Private Residential Placement (§121a.302)

If placement of a handicapped child in a public or private residential special education program is necessary, the program, including nonmedical care and room and board, must be provided at no cost to the parents.

This requirement applies only to placements made by public agencies for educational purposes; it includes placements in state-operated schools for the handicapped (for example, state school for the deaf or blind).

Proper Functioning of Hearing Aids (§121a.303)

Each public agency must ensure that the hearing aids worn by deaf and hard-of-hearing children in school are working properly.

Full Educational Opportunity Goal (§121a.304)

Each state must ensure that each public agency establishes and works towards a goal of providing Full Educational Opportunity to all handicapped children served by that agency.

To understand the importance of this last provision, the distinction between the terms "Free Appropriate Public Education" and "Full Educational Opportunity Goal" are outlined below:

Free Appropriate Public Education:

- must be made available to all handicapped children within the stated time lines and age ranges, and
- must include the special education and services provided in accordance with an Individualized Education Program.

Full Educational Opportunity Goal:

- is an all-encompassing term, broader in scope than Free Appropriate Public Education;
- covers all handicapped children ages 0 through 21;
- includes a basic planning aspect (including making estimates of numbers of handicapped children in the future);
- permits each public agency to set its own timetable for meeting the goal; and
- calls for additional personnel and services to further enrich the handicapped child's educational opportunity beyond that called for by the Free Appropriate Public Education requirements.

The term "goal" means an end to work towards. While a public agency may never achieve fully the goal, it must strive to approach it and must comply with the related policies and procedures in the annual program plan. Finally, this provision DOES NOT free the agency from its obligations under the Free Appropriate Public Education requirement.

Program Options (§121a. 305)

Each public agency must ensure that handicapped children have available the variety of educational programs and services available to nonhandicapped children, including art, music, industrial arts, consumer and homemaking education, and vocational education.

Provision of Nonacademic Service (§ 121a.306)

Each public agency must take steps to provide all handicapped children with an equal opportunity to take part in nonacademic and extracurricular services and activities.

Nonacademic and extracurricular services and activities may include:

- counseling services
- athletics
- transportation
- health services
- recreational activities
- special groups or clubs
- referral to other agencies
- employment of students (including both employment by the public agency and assistance in lining up outside employment)

Physical Education (§ 121a.307)

Physical education services, either in the regular physical education program or in a specially designed one, must be made available to each handicapped child.

Regular Physical Education (§ 121a.307b)

Each handicapped child must be given the opportunity to take part in the regular physical education program available to nonhandicapped children, with the exception of:

- the handicapped child enrolled full-time in a separate building; or
- the handicapped child needing specially designed physical education, as called for in his/her Individualized Education Program.

Special Physical Education (§ 121a.307 (c))

If a specially designed physical education program is called for, the public agency must provide it directly or make arrangements for other public or private programs to provide it.

Physical Education Services in Separate Facilities (§121a.307(d))

If a handicapped child is enrolled in a separate building, the public agency must ensure that the child receives appropriate physical education services.

Individualized Education Program (IEP)

Content of the IEP (§121a.346)

The Individualized Education Program of each child must include:

- a statement of the child's present level of educational performance;
- a statement of annual goals, including short-term instructional objectives;
- a statement of the special education and services to be provided to the child and the extent to which the child can take part in regular educational programs;
- the planned dates for starting services and the expected duration of the services; and
- appropriate standards and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being met.

Comprehensive System of Personnel Development

As a condition of receiving funds under the Law, a state must include a description of programs and procedures for developing and carrying out a comprehensive system of personnel development in its annual program plan. The state is responsible for operating all aspects of the system

Scope of the Personnel Development System (§121a.380)

Such a comprehensive system must include:

- in-service training of general and special education instructional, service, and support personnel (based on the results of an annual review of needs);
- procedures to ensure that all personnel carrying out these regulations satisfy the definition of "qualified"; and
- effective procedures for collecting and issuing to teachers and administrators important information found in educational projects, and for adopting promising educational practices and materials developed through those projects.

E. Procedural Safeguards

This section sets forth methods of protecting those covered by the regulations; for example, Due Process (legal) procedures (hearings/reviews) for parents and children relating to the identification, evaluation, and placement of a handicapped child.

Timelines and Convenience of Hearings and Reviews (§121a.512)

The public agency must ensure that not later than 45 days after the receipt of a request for a hearing:

- a final decision is reached in the hearing; and
- a copy of the decision is mailed to each of the parties.

The state must ensure that not later than 30 days after the receipt of a request for an impartial review:

- a final decision is reached in the review; and
- a copy of the decision is mailed to each of the parties.

A hearing or reviewing officer may extend the stated deadlines at the request of either party.

Each hearing and review must be held at a time and place reasonably convenient to the parents and child.

Child's Placement Status During Any Administrative or Judicial Proceedings (§121a.513)

The child must remain in his/her present educational placement pending any Due Process action unless:

- the public agency and the parents agree otherwise; or
- the complaint involves an application for first admission to public school; in this case, the child, with the consent of the parents, must be placed in the public school program until the completion of the Due Process action.

NOTE: While the placement may not be changed, the public agency may still use its normal procedures for dealing with children who endanger themselves or others.

Surrogate Parents (§121a.514)

Each public agency must ensure that the rights of the child are protected when:

- no "parent" can be identified;
- the whereabouts of a parent cannot be discovered after reasonable effort; or
- the child is a ward of the state.

In these cases, the public agency must assign an individual to act as a stand-in (surrogate) for the parents.

Responsibilities of a Surrogate Parent (§121a.514 (e))

The stand-in parent may represent the child in all matters relating to his/her:

- identification, evaluation, and educational placement; and
- Free Appropriate Public Education.

Protection in Evaluation Procedures

NOTE: Each state must ensure that each public agency sets up and carries out procedures that meet these requirements.

Nondiscriminatory Testing and Evaluation Materials and Procedures (§121a.530 (b))

Testing and evaluation materials and procedures used for handicapped children must not discriminate against races or cultures, either in makeup or use.

Preplacement Evaluation (§121a.531)

Before a handicapped child is first placed in a special education program, there must be a full and individual evaluation of the child's educational needs.

Evaluation Procedures (§121a.532)

States and school districts must ensure, at a minimum, that the following evaluation procedures are observed.

- Tests and other evaluation materials shall be:
  - provided and given in the child's native language or in some nonverbal kind of communication unless it is clearly not possible to do so;
  - proven reliable for the purpose for which they are used; and
  - administered by trained personnel who follow the instructions of the producer.
- Tests and other evaluation materials shall include those tailored to assess specific areas of educational need (for example, language disability) and not merely those designed to result in a single general-intelligence quotient.

- Tests shall be of a nature to ensure that the results accurately reflect whatever factors the test sets out to measure (for example, the child's aptitude or achievement level) rather than reflecting the child's skill handicaps (except where those handicaps are the factors which the test sets out to measure).
- No single procedure shall be used as the sole factor in determining an appropriate educational program for a child.
- The evaluation shall be made by a multidisciplinary group, including at least one teacher or other specialist with knowledge in the area of the child's suspected disability.
- The child shall be assessed in all areas related to his/her suspected disability, including (where appropriate) health, vision, hearing, social and emotional condition, general intelligence, academic performance, communication level, and motor abilities.

Placement Procedures (§121a.533)

In interpreting evaluation information and in making placement decisions, each public agency must:

- draw upon information about the child from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, and social or cultural background;
- ensure that information obtained from all of these sources is reliable;
- ensure that the placement decision is made by a group that includes persons knowledgeable about the child, the meaning of the evaluation, the information about the child, and the placement possibilities; and
- ensure that the placement decision is made in agreement with the Least Restrictive Environment requirements. (See §121a. 550 for definition of "Least Restrictive Environment.")

If it is determined that a child is handicapped and needs special education and services, an Individualized Education Program must be developed.

Reevaluation (§121a.534)

Each state and school district must ensure that:

- each handicapped child's Individualized Education Program is reviewed at least once annually; and
- a full evaluation of the child is conducted every 3 years, or more frequently if conditions require it or if the child's parent or teacher requests it.

Least Restrictive Environment (setting)

Least Restrictive Environment (§121a.550)

Each public agency must ensure that:

- to the greatest extent appropriate (to an individual child), handicapped children, including children in public or private institutions or other places giving special care, are educated with children who are not handicapped; and
- special classes, separate schooling, or other separation of handicapped children from the regular educational setting occurs only when a child's handicap is so severe that education in regular classes with special services is not useful for the child.

Continuum of Alternative Placements Available (§121a.551)

Each public agency must ensure that a whole range of possible placements is available to meet the educational needs of handicapped children.

The range of possible placements include (starting with least restrictive and moving to most restrictive setting):

- instruction in regular classes
- instruction in special classes

- instruction in hospitals and institutions
- home instruction

Provisions for additional service (for example, resource-room help or instruction by a specialist) must also be available for handicapped children in a regular class.

Least Restrictive Environments (§ 121a.552)

Each public agency must ensure that:

- each handicapped child's educational placement is reviewed and decided on at least annually, is based on his/her Individualized Education Program, and is as close as possible to the child's home;
- enough choices of placement are available to carry out the child's Individualized Education Program;
- each handicapped child is educated in the school which he/she would attend if not handicapped unless his/her Individualized Education Program requires other arrangements; and
- in selecting the least restrictive setting, consideration is given to possible harmful effects on the child or on the quality of services he/she needs.

Nonacademic and Extracurricular Settings (§ 121a.553)

Each public agency must ensure that each handicapped child joins with nonhandicapped children in nonacademic and extracurricular services and activities (for example, meals, recess periods, recreational activities, clubs, and athletics) to the greatest extent appropriate to the needs of that child.

Children in Public or Private Institutions (§ 121a.554)

Each public agency must make arrangements with public and private institutions to ensure that, to the greatest extent appropriate, handicapped children are educated with nonhandicapped children and that the least restrictive setting is selected for each handicapped child.

APPENDIX B

SELECTED ANNOTATED REFERENCES PERTINENT TO PARAPROFESSIONALS, SUPPORT STAFF, AND VOLUNTEERS AND PUBLIC LAW 94-142

Aims Instructional Media Services (Producer). Meet Lisa, 5 min., 1972. (Film). Published by Aims Instructional Media Services, Box 1010, Hollywood, Calif. 90028; (213) 245-1861.

In this 5-minute film a mother talks about her child, Lisa who is brain injured. As the film opens, Lisa is presented as a black-and-white line drawing. After we see, learn, and understand more about her, Lisa's outline is filled in with color. This illustrates that she is indeed a person capable of doing many things. The film shows some of Lisa's problems and strengths. Despite her handicap, she can do many things other children her age do. The film demonstrates that friendship, love, and understanding are necessary for Lisa to feel worthwhile. This film could be used to help integrate children with handicaps into a regular classroom by making everyone aware of how much both groups have in common.

Caccamise & Norris. Ben's quiet world. Published 1975 by Alinda Press, P.O. Box 553, Eureka, Calif. 95501; (707) 443-2510.

This delightful, quick-reading story is in booklet form. It is about Ben, a young boy who has many friends but cannot hear what they say. He is deaf and wears a hearing aid. The story explains that the hearing aid does not cure his hearing problem. Because he cannot hear, Ben cannot speak clearly. Instead of speaking, he uses his hands to do sign language and finger spelling. The book emphasizes that Ben can do everything else that hearing children can. The booklet provides school staff with some easy-to-learn signs for words along with a chart showing finger spelling.

Corn, A. L., & Martinez, I. When you have a visually handicapped child in your classroom: Suggestions for teachers. Published (n.d.) by American Foundation for the Blind, 15 West Sixteenth Street, New York, N.Y. 10011; (212) 924-0420.

This well-written booklet acquaints the reader with the visually handicapped student. It begins by discussing the wide variety of visual impairments, and then discusses what to expect from visually handicapped students in different school situations. Materials for use with visually handicapped students are described, as are possible adaptations to existing educational materials. The role of the resource teacher is explained. Ways of identifying undiagnosed visual problems are briefly described. Two appendixes define commonly used terms, and a third appendix lists organizations that provide information for visually handicapped people.

Cuninggim, W., & Mulligan, D. Helping children learn at school and at home. Published 1979 by National School Volunteer Program, 300 North Washington Street. Alexandria, Va. 22314; (703) 836-4880.

This handbook is written to help parents, teachers, and school volunteers to develop effective relationships with children while helping children build aca-

demic skills. The handbook is divided into three sections. "Effective Listening Skills" helps parents and volunteers improve their ability to listen to children and to communicate their caring. "Handbook for Volunteers Who Help Children Learn" gives techniques for working with the problem learner and suggests activities to help children succeed in academic tasks. "Activities to Enhance Learning" suggests activities to improve perceptual skills, lists important terms and concepts, and gives ideas on how to help older students. This handbook helps the reader understand how children learn. It also suggests ways to organize the educational setting.

Fairchild, T. N. (Ed.). Mainstreaming series (11 vols.) Published 1977 by Learning Concepts, 2501 North Lamar, Austin, Texas 78705; (512) 474-6911.

This is a comprehensive series of books describing the educational needs of exceptional children; each book addresses one handicap. There are 11 books, all with clear, well-written text and cartoon illustrations. These books improve the reader's understanding of the exceptional child's uniqueness. Practical suggestions help the teacher work more effectively with the exceptional child in the "mainstream" of the regular classroom. Titles include: Mainstreaming Exceptional Children, Managing the Hyperactive Child in the Classroom, Mainstreaming the Gifted, Behavior Disorders: Helping Children with Behavioral Problems, Mainstreaming Children with Learning Disabilities, Mainstreaming the Mentally Retarded Child, Mainstreaming the Visually Impaired Child, Mainstreaming the Hearing Impaired Child, and The Communicatively Disordered Child. Other books focus on working with parents, the law, and developing an Individualized Education Program.

Flynn, P., Bluth, L., & Hamill, M. Transportation of handicapped children. Published (n.d.) by Maryland State Department of Education (Attention: Division of Special Education), P. O. Box 8717, Baltimore-Washington International Airport, Baltimore, Md. 21240; (301) 796-8300.

An easy-to-understand booklet for bus drivers and aides explaining procedures to be followed in transporting handicapped children. Illustrations clarify the ideas. The importance of the bus driver and the aide in the daily lives of handicapped school-age children is emphasized. Suggestions for dealing with special situations are outlined. Ways of helping physically handicapped children in getting on and off the bus are discussed. A reference guide for people involved in transporting handicapped children is included.

Forrai, M. S., & Anders, R. A look at mental retardation. Published 1976 by Lerner Publications, 241 First Avenue North, Minneapolis, Minn. 55401; (612) 332-3345.

This easy-to-read book describes mental retardation and how retarded persons think and feel. Mental retardation is explained as simply below normal intelligence. When people have trouble learning what most children learn easily, they are called mentally retarded. Several causes of retardation are discussed. The book emphasizes the mentally retarded person's potential to learn to read and write, earn a living, and live in the community. It also emphasizes that acceptance and encouragement greatly help them.

Forrai, M. S., & Pursell, M. S. A look at physical handicaps. Published 1976 by Lerner Publications, 241 First Avenue North, Minneapolis, Minn. 55401; (612) 332-3345.

This book describes problems faced by people with physical handicaps such as blindness, deafness, and paralysis. Illustrations of the differences between short-term and lifelong physical handicaps are given. Discussion of the help needed by the physically handicapped is included. The book emphasizes that while such persons must adjust to their limitations, they can benefit markedly from encouraging and patient care.

Gadson, R. J. What is special education? Published 1974 by New Readers Press (Attention: Publishing Division of Laubach Literacy International), P. O. Box 131, Syracuse, N. Y. 13210; (315) 476-2131.

This booklet, written by a school counselor, explains to parents, students, and school workers what is meant by the term "special education". Special education is provided for children who learn more slowly than others. It discusses how people differ in many ways and defines special classes as places where students can get needed help. The booklet describes the role of the special class teacher and methods to help students. Most important, the book decries labeling students for their entire lives–for example, as mentally retarded. It emphasizes that with proper special education, these students can graduate from high school and become job holders in the community.

Mulligan, D. Academic skill activities: How volunteers can help the mildly handicapped child. Published 1979 by National School Volunteer Program, 300 North Washington Street, Alexandria, Va. 22314; (703) 836-4880.

This booklet describes how volunteers working with handicapped children can help the child feel successful at learning. It explains the value of the volunteer's role and suggests activities in which volunteers may try to engage the children. Board games, word games, and spelling games are presented as activities that help make learning fun. Mathematics games are also described. All the activities are directed at the elementary school volunteer, but the concepts could be used with older students. A book list on how to make games is included.

Research & Development Complex at Buffalo State University College (Producer). Busing the handicapped child, 28 min., 1977. (Film). Published by New York State Education Department (Attention: SEIMC), Albany, N.Y. 12224; (518) 474-2251.

This informative two-part filmstrip series (with accompanying audio cassettes) discusses the important role bus drivers play in the daily routine of handicapped school children. Each part is 14 minutes long, easy to understand, and presents material in a sensitive manner. Part I outlines the overall responsibilities of a bus driver with regard to the needs of the handicapped students. It explains such things as reactions to emergencies, acceptable bus behavior, communication with parents and teachers, importance of consistency in methods of discipline, and punctuality. Part II examines the bus driver's role in more specific situations as it divides children into two groups: those with physical handicaps and those with mental, social, or emotional handicaps. The presentation discusses the kinds of care required by the types of handicaps and what to do if emergencies, such as seizures, arise. Encouruging independent behavior and giving praise to these children are emphasized.

Yohalem, D., & Dinamore, J. 94-142 and 504: Numbers that add up to educational rights for handicapped children. Published 1978 by Children's Defense Fund, 1520 New Hampshire Avenue Northwest, Washington, D. C. 20036; (202) 483-1470.

This handbook presents the educational rights of handicapped children with regard to two federal laws. Public Law 94-142 ensures that all handicapped children are entitled to a Free Appropriate Public Education. Section 504, of the Rehabilitation Act of 1973 is a civil rights law that makes it illegal for any agency receiving federal funds to discriminate against handicapped people. This handbook is clear and concise. An excellent legal outline begins the publication. The handbook also lists local, state, and national organizations that help to obtain the appropriate education for handicapped children. The handbook should be a valuable tool for parents as well as a guide for familiarizing school staff with federal regulations.

INSTRUCTIONS: *Carefully read each of the following 10 statements and then indicate whether or not you believe the item to be true by circling either "True" or "False."*

TRUE-FALSE TEST REGARDING PUBLIC LAW 94-142

1. Public Law 94-142 Regulations provide for Free Appropriate Public Education to all handicapped youth who need special education. TRUE FALSE
2. P.L. 94-142 Regulations require each handicapped child be educated with nonhandicapped children. TRUE FALSE
3. P.L. 94-142 Regulations state that an Individualized Education Program (IEP) must be in effect before special education can be provided to a child. TRUE FALSE
4. P.L. 94-142 Regulations state that a child's Individualized Education Program must cover all academic areas. TRUE FALSE
5. P.L. 94-142 Regulations provide a standard method for writing Individualized Education Programs that must be met by each state. TRUE FALSE
6. P.L. 94-142 Regulations state that if parents, after being notified, choose not to participate in the development of their child's Individualized Education Program, a school district can proceed without them. TRUE FALSE
7. P.L. 94-142 Regulations require states to provide professional and support staff with in-service training in special education. TRUE FALSE
8. P.L. 94-142 Regulations state that teachers will not be held accountable if a child does not reach his/her annual goals and objectives. TRUE FALSE
9. P.L. 94-142 Regulations allow a parent or public education agency to make an appeal if dissatisfied with the results of a due process hearing. TRUE FALSE
10. Under P.L. 94-142 Regulations, both states and school districts are entitled to federal funds based, in part, on a formula concerned with the number of children between the ages of 3 and 21 who actually receive special education and related services. TRUE FALSE

KEY: 1.(T) 2.(F) 3.(T) 4.(F) 5.(F) 6.(T) 7.(T) 8.(T) 9.(T) 10.(T)

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